

# The University REGISTER

Volume 8 Number 15

Published by the University of Virginia

August 15, 1978

## Orientation kicks off 1978-79 year

The 2,150 first-year students in the College will be receiving a lot more attention this fall, beginning with orientation activities on August 26 and continuing throughout the year.

Robert L. Kellogg, the new dean

of the College, plans to focus on first-year students, stressing better academic advising and course offerings. (See related story page two)

First-year students will register on August 30. They will receive academ-

ic advising August 28 and 29. The first-year students will be among the 16,100 students who will attend the University this fall. Classes begin August 31.

However, law and medical school classes begin August 28.

The week of orientation includes a wide range of academic and social programs for the 3,146 new students in the University's 10 degree-granting schools. On August 27, transfer students are invited to a garden party, and all new students and their parents are invited to a reception on the Lawn to meet deans, faculty, graduate advisers, and resident assistants.

University President Frank L. Hereford Jr. addresses students at an August 28 convocation in University Hall. First-year undergraduate and transfer students are invited to the President's reception the following day at his home, Carr's Hill.

The University's honor system will be introduced to new students by Charles H. Whitebread II, professor of law and assistant to the dean of the College. He will speak August 29 at 7 p.m. in University Hall. Incoming graduate students will receive an honor system orientation on August 28 at 7:30 p.m. in Cabell Hall auditorium.

Other orientation activities include cook-outs, an outdoor film fest, a sports festival and tours of the Grounds. Orientation continues through the weekend of September 13 with an outdoor jazz/rock concert Friday, a dance Saturday and a transfer student party at Chris Green Lake Sunday.



University President Frank L. Hereford Jr. accepts gifts from Otto Nitze, music director of the Kreisjugend Orchestra from Idar-Oberstein, West Germany. The German youth orchestra visited Charlottesville while on tour of the U.S. Their visit was sponsored by the German Cultural Society of Central Virginia and the McIntire Department of Music. Also pictured are Bernhard Leipelt, president of the German Cultural Society and research assistant in Clark Hall (far left) and Rudolf Forster, business manager of the orchestra (far right).

## Exceptions made on travel regulations

In June, the Dalton administration instituted stricter controls on state employees' tax-supported trips both abroad and in the U.S.

Under the new regulations, final approval for foreign travel must be given by Gov. Dalton. In the United States, no more than five state employees may travel to conventions, conferences and seminars 300 miles from Virginia unless a waiver is granted by the appropriate cabinet secretary.

Some recent exceptions to regulations on travel within the United States have been issued by J. Wade Gilley, secretary of education.

1. Students are not to count in the total of five employees traveling

to a meeting, regardless of the source of funds.

2. Persons traveling on funds from sponsored programs do not need to seek approval from the Office of the Governor.
3. Faculty traveling to meetings which have clear sub-units and sub-meetings do not need to be listed as a total. For example, if a physical science association has sub-meetings in chemistry, astronomy and physics all taking place at the same time, the meetings can be interpreted as separate. Those people requesting reimbursement should identify the sub-division meeting of the professional association.

Alderman Library users can now call 924-7911 for information concerning the library. A newly installed recording device gives telephone extension numbers for various departments within the library and states the schedule of the library hours.

# First-year students to receive top priority

On a hot summer morning in July, English department chairman Robert L. Kellogg moved out of his office in Wilson Hall into his new office in nearby Cabell Hall to begin his appointment as Dean of the College of Arts and Sciences.

That same day, he sat down and relaxed amid boxes of books and papers and chatted about the challenge that lies before him.

Mr. Kellogg says he is formulating ideas about what a liberal arts education at the University should be. But there is one thing about which he seems very sure. "A liberal arts education can't be limited to what goes on in the classroom. The University must foster the right atmosphere beyond the classroom," he says.

He defends the importance of liberal arts today in an increasingly specialized society. "When I came to college at age 18 or 19 I didn't have a complete idea as to who I was," he reflects. "It is not possible to make life decisions at 18. A liberal arts education is the best contribution to that constant development toward who you want to be."

Are there any changes that will receive top priority? "Yes," he replies without hesitation. The new dean plans to focus on first- and second-year students, stressing the need for better academic advising and course offerings. Thus far, he indicates, "academic advising of first-year students has only worked about 50 percent. We just haven't had a good advising system for them."

Joseph F. Kett, professor of history, will help the dean with what Mr. Kellogg calls a "ghost deanship" of first-year students. As an associate dean of the College, Mr. Kett says his new role is to "set up better curriculum offerings, a richer variety of courses and improve advising."

The impetus for these changes began when the Long Range Curriculum Committee of 1976-77 made its final report. The committee noted that beyond inadequate advising, the first two years in the College are weak academically. It referred to large lectures and relatively little integration of courses.

Specifically, Mr. Kett is hoping to

increase the number of small colloquium courses offered to first- and second-year students. "My primary concern is for students to read, argue and write, rather than sitting on their duffs and taking notes," Mr. Kett stresses. "I don't believe in offering courses to freshmen that you would be embarrassed to offer to seniors."

Professors should not be forced to teach the colloquium courses, Mr. Kett insists. "People teach best that which they are interested in."

Also, there is a special art to teaching first-year students, Mr. Kett suggests. "It is a real challenge to teach first-year students and I think professors can be taught how to do it."

In addition, Mr. Kellogg foresees the College "capitalizing on the University's size" by offering small seminars taught by faculty members from such varied disciplines as medicine or business. "A lot of our faculty know a great deal about other subjects," Mr. Kellogg points out.

He believes, for example, that a professor of medicine could teach a seminar on medical ethics or even the Old Testament if he had a particular interest in it.

To improve advising, Mr. Kellogg refers to a need for "consciousness raising" among professors. To teach at the University, he maintains, "a professor must realize that his job is to work effectively advising students in addition to teaching well."

Moreover, as an incentive for better advising, Mr. Kellogg plans to initiate student evaluations of their professors' advising as well as teaching. He believes this will show professors that advising is "part of their work load and must be a much higher priority."

Why have many faculty members shied away from advising? As the University grows, Mr. Kett reasons, "fewer professors know what is happening in other departments." At present, he notes, the resident advisers in the dorms do most of the first-year advising.

In the future, however, he expects the faculty to actually be taught how to advise. "We might even develop a corps of faculty advisers," he says.

This fall, approximately 100 first-

year students have opted for a group of pre-packaged courses. The theory is that the pre-selected courses will give students a good liberal arts base. The program, called Curriculum One, consists of two years of English literature and composition, two years of history, two years of French or German, two years of mathematics, one year of physics and one year of chemistry.

Because Curriculum One is oriented toward humanities and natural sciences, "it is the soundest ground for a major in almost any department," Mr. Kellogg points out.

Curriculum One is not an innovative idea. In fact, Mr. Kellogg describes it as "a step backward historically." The University had a similar program some 25 years ago. Although the dean admits Curriculum One may be "old fashioned," it is the back-to-basics nature that he says appeals to students. "It is a very solid, conventional and rigorous course load."

Mr. Kett agrees. "There is a desire among the students of the 70s for a pre-set curriculum. 'Students sense there is such a bewildering variety of courses' and to alleviate their confusion they ask for compulsion, the associate dean comments. An added attraction is that students opting for Curriculum One are automatically pre-registered in their courses.

If Curriculum One is successful, many professors here foresee the development of Curriculum Two, Three, and Four. Students could choose the set of courses which most appeals to them knowing that whichever group they choose will give them a solid liberal arts background. "A lot will depend on what students want and how high the drop-out rate is," Mr. Kett says.

Many of the changes are still in the talking stage, and some of them, such as Curriculum One are in the experimental stage. But one change is definite, professors Kellogg and Kett agree — that first-year students will be receiving a lot more attention. "It is time to re-direct our energies on first-year students," Mr. Kett declares. "Their time has come."